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Life Through different Lenses

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Abstract

For this capstone project, my partner and I were able to explore the lack of affordable housing for low-income families and the demonstrable effect on students academic achievement. Children whose families have a difficult time finding adequate housing, live in poor conditions and limits them to acquire their learning skills and abilities to succeed. The community partner we worked with was a local Family Resource Center that provides housing assistance and other social determinants. The purpose of this research was understand how low-income families deal with inadequate living conditions and the impacts of student academic success. Based on an analysis of the data and the relevant research that was collected, the data suggested the importance of informing families about the benefits they can get from utilizing their local Family Resource centers.

Setting the Stage

Imagine living in a one bedroom house or apartment and having to share a couch or a bed with three or more people. Having to live with six other people and not being able to focus and find peace to get your school work done. Growing up in Salinas Ca has allowed me to see the struggles that many families in this low-income community deal with in order to live accordingly and make a decent living. Salinas is the home to many migrant farmworkers who cannot provide decent housing accommodations to their children. Inadequate housing affects the quality of life for many young students in this community. They are constantly being affected by such conditions, which challenges enables them to reach their highest learning potential. I was born and raised in Salinas California, and being able to witness many cases within my community and my own neighborhood really affected me. Most of my peers came from migrant families or were

immigrants themselves. Their families lived in a single bedroom homes or small apartments, while living with five to eight family members. In most cases many of these people shared a bedroom, having up to 4 people and occupying their living room and any empty space. Growing up in the north side of Salinas in a large neighborhood, allowed me to see the cultural and socio-economic differences. Our neighborhood was segregated among, on one side of the street you had small old apartments and on the other side you had the new updated models where kids were not as disadvantaged. Most of my friends came from a household where one or both parents worked in agriculture. By the time middle school came around, many of my peers stopped attending school in order to make an additional income. Most of these young students and their families were not financially stable, and so as a result they could not afford housing. This is the reason why I decided to focus on how poverty issues, such as inadequate housing, is an important aspect to a child's education. Every child deserves the opportunity to succeed above and beyond without any limitations.

Literature Synthesis

There are many young students living in our community who do not have a stable home or live in inadequate housing conditions. Most of these issues are affecting students learning and creates barriers within their learning capabilities. It is important that assistant programs and the community become involved and take initiative in resolving this problem because it will allow children to thrive and become successful members of their community.

Literature Review

Poverty is an enigma that continues to present additional struggles for children and their families depending on particular demographics. The challenge within our area of research, depicts a low-income Latino community, whom continue to deal with many challenges that prevents children to academically succeed. When analyzing children growing up in poverty, we concluded that unstable housing, negatively impacts their effort in a classroom. According to the Homeless Liaison for the Salinas City Elementary School in the City of Salinas, in the 2010-2011 school year, a total of 4,456 students were found to be homeless. As a result of these factors, children are socially, emotionally or cognitively falling behind compared to other students. In regards to social and emotional preparedness, students who live in this area are exposed to negative and unstable living conditions. For example, due to this impoverished community, many children face with unstable housing and lack a nurturing environment. This can manifest toxic stress, cause developmental delays and hinder their learning abilities (CAFCA, 2017). This clearly demonstrates the possible connections between homelessness and unfortunate living accommodations and how it can influences a child's life and disrupt their cognitive and developmental processes. According to the Connecticut Association for Community Action (2017), it notably rises awareness on the issue. Author, Erika Mahoney (2018), examines the tremendous lack of housing for farmworkers in the Salinas and Pajaro Valley and concluded that these local farmworkers are living in poor and overcrowding conditions. The analysis concludes there's a need for housing assistance and future affordable farmworker housing units. The challenging aspect of this issue are the possible resources that may or may not be available to these families. Another aspect of this indefinite problem is that many of these families fall under the umbrella of an unstable immigration status. According to

author Barcelo, from the Association of American Colleges and Universities, the doors to education and economic advancement were closed to many immigrants, particularly those who are undocumented (2010). Most of these children arrive with limited English Proficiency, with limited or no accommodations to allow them to succeed. On the other hand, the possibility of being permanently removed from their homes puts psychological stress and anxiety that manifest a fear that impairs with their daily behavior and cognitive development. Nevertheless, the relationship between homelessness and education shows a poor academic achievement due to one's psychological state, based on a satisfactory level of socially, emotionally and cognitive habituation.

The causes of poverty is a result of our unstable unaffordable economy, notably, these aspects involve socio-economic inequality and immigrant disadvantages (Sanna, 2011). Within our area of research, not only is this a low-income community, but also a disadvantage immigrant community. These poor students are economically disadvantaged and fall into a lifestyle of limited possibilities that hinder their abilities to academically succeed. When analyzing children growing up in unstable housing and immigration disparities, it negatively impacts their effort in a classroom. For example, one of the reasons why this inequality occurs is because these undocumented families are not given the right to pursue a higher education (Boeri, Philippis and Patacchino, 2015). Many families experience deportation and traumas that interrupts with their education. Immigrant children are building larger and larger elements of our community, so implementing programs that encourage and facilitate the needs for these children to succeed in their education, will allow these communities to reach their highest potential. Agricultural labor is the main source of income for most of the immigrant farm workers, averaging an annual income of nearly 19,290 in 2013 (U.S. Department of Labor, Bureau of

Labor Statistics). Consequently, farm worker households tend to have high rates of poverty, live disproportionately in housing which is in the poorest condition, have very high rates of overcrowding, have low homeownership rates, and are predominately members of minority groups.

Another reason why this is an issue is because they experience income inequalities, in which it creates barriers for these students to academically achieve. Income instability manifests the achievement gap that continues to be very apparent in our society. This notable aspect of the socioeconomic gap is very transparent because more affluent parents are investing more time and money into their kids educational enrichment. Overall, this is a continuous issue because socioeconomic and immigration set up impoverished families in the middle of a power struggle, between the rich and the poor. Social-economic inequality and immigration are an issue because it builds up barriers within society, affecting the education system.

Table 38: Farm Worker Employment Profile - Salinas, CA Metro Area (County of Monterey)

Occupation Title	Employment	Location Quotient	Mean Hourly Wage	Annual Mean Wage
Farming, Fishing, and Forestry Occupations	28,340	55.62	\$9.71	\$20,200
First-Line Supervisors of Farming, Fishing, and Forestry Workers	680	31.35	\$23.02	\$47,880
Agricultural Inspectors	60	3.98	\$27.39	\$56,970
Graders and Sorters, Agricultural Products	520	11.67	\$10.09	\$20,990
Agricultural Equipment Operators	320	11.89	\$13.29	\$27,640
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	26,700	87.14	\$9.27	\$19,290

Note: The U.S. Department of Labor, Bureau of Labor Statistics indicates a higher number of persons employed in Farming, Fishing, and Forestry Occupations as compared with data from the 2011-2013 American Community Survey from the U.S. Census Bureau.
Source: U.S. Department of Labor, Bureau of Labor Statistics. May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates.

Figure 1. This table is from the U.S. Department of Labor, Bureau of Labor Statistics, displaying the 2011-2013 annual mean wage of farmworkers in Salinas. It is evident that this depicts that most of these farmworkers and laborers fall under the poverty level. Buying a decent home is out

of the question. Additionally, they must settle for less and be complacent with their inadequate living circumstances.

While housing continues to be an issue for many families in this community, there are many things that need to be done in order to pursue future affordable housing possibilities. Due to recent and recurring economic struggles people have had to accommodate to inadequate quality living conditions. A call to action should be implemented within community supporters to enforce a California law requiring all cities and counties to develop and periodically update an affordable housing action plan. According to Public Advocates, this action plan is called the “Housing Element” of the General Plan, which must detail a concrete “program of actions” the local government commits to carry out so that its fair share of new housing affordable at all income levels can be built. An important Act that relates to this topic, is the McKinney Vento Homeless Act of 1987, which is a U.S federal law that provides money assistance for homeless shelters. Although it provided little protection for homeless children, another act known as the Illinois Education Act Homeless Children ensure protection and extra assistance for these children. It is important for cities to remain supportive of the issue and address this ongoing issue on inadequate living conditions that can lead towards homelessness. This clearly emphasizes that the city of Salinas needs to develop affordable housing action plans in order to initiate and provide low income families equity home arrangements.

Method

Inadequate Housing continues to affect children's living conditions and academic performance. They are living in overcrowded and unfit conditions that interfere with their

educational attainment and impact on opportunities in education and adulthood. Throughout this research my partner and I have initiated interviews within the community. We have analyzed the interstate patterns of low-income households and the effects of living in poor, uncomfortable and unsafe living conditions. According to the city of Salinas, there are many people living here that live in these inadequate circumstances and that live below the poverty line. Many of these unkempt dwellings reside in the inner east side of the city, which consists of a high population of migrant families.

Context

Our research took place in the East side of Salinas, California. This area of the city is predominantly latino. The city is best known for its most productive agricultural regions, and its significant number of hardworking migrant individuals. These family resource centers are located within a specific perimeter only being available to those who live within that region. The centers are located within school premises, granting reachable access to families who are in need of social determinants. According to the Alisal School District, the three family resources centers, serve thousands of families each year (2018). These centers provide adult education, basic computer literacy, family support groups, housing assistance, unemployment and implement other forms of aid. The demographics of this particular district served 8,918 students, in the 2017-2018 school year, assisting an outstanding 91.5 % of Hispanic students (Alisal School District, 2018).

Participants and Participant Selection

The participants in the this study were narrowed down to four hispanic families within this area that frequently obtained housing assistance. These families were selected to provide

insights of their inadequate living conditions that precipitate their children's academic effort to de-escalate in the classroom. This is relevant to the study because these families continue to experience poor living circumstances and face varying levels of stress. In relevance to this issue, community supporters continue initiate actions that will result in possible accommodations.

Imelda Juarez , an unemployed thirty two year old mother of four was confidentially interviewed in person at the one of the family resource centers. She was a great participant as she appropriately answered all the interview questions in great detail. Imelda and her four children reside in the east side of Salinas, with an annual income of nearly 34,000-36,000. She expressed her living conditions as, poor and uncomfortable, due to the limited space in her single bedroom home.

Nancy Melo, a young mother of six children, inhabits in a small studio within the Alisal region. She described her living accommodations as stable, but in need of a bigger place for her children. She stated that certain barriers such as her immigration status limits her employment opportunities, financial budget and the long housing process. Her and her family receive financial assistance and are currently seeking an affordable living arrangement.

Jesenia Cruz, a forty nine year old woman, resides in a two bedroom apartment with another family of three, her husband and four boys; ages 15, 11, 9 and 6. She described her living circumstance as poor and unstable. Her and her husband are both currently employed and make an annual income of 37,700 combined. Her part time job allows her to contribute towards their living expenses, but must manage her time wisely as she must also take care of her children. Her and her family have been living in this complex for approximately 5 years now and can not live on their own due to financial problems.

Researcher

As a student who who has witnessed poverty and challenges within the aspects of housing in my community, I understand that these varying struggles originate from inadequate housing conditions. This issue concerns me because as a future educator it is important to understand the diversity among my students. This is imperative for my professional career, as it will allow me to understand individuality and adopt approaches in which can manifest security, trust and build on relationships. My experiences, background knowledge, and skills will allow us to carry this project because coming from this community allowed us to build on connections that has impacted our perspectives on this issue. Being bilingual has allowed us to effectively communicate and understand their daily struggles. Some other experiences that allowed us to effectively carry this study, is that we have worked in a low-income community in an afterschool program with school age children. We have grown up on the eastside of Salinas and moved to other parts of the town and seen the differences in the race, economic, and social classes. Some of the other personal qualities we have is that we come from a Latino background and can relate to some of the struggles that the participants in our study have or are dealing with. We feel like these things will help us carry our project out and get the data we need. What separates us is our educational background where we are coming in from the outside looking in on the on going issue. Many of these are immigrants and are not familiar with their rights, whereas we were born as citizens and know what they are. Many don't have the information to know what rights they have as a parent or student in the education system. We may not be able to relate by work or on an education level because they may not have the same work experience or education as we do so when analyzing we may view things a little differently.

Semi-Structured Interview and Survey Questions

1. How do you think housing crisis may affect your child and their education?
2. Are you currently satisfied with your current living arrangements? In which type of housing do you currently live?
3. Do you feel like these issues are being addressed in your community?
4. What are the barriers, if any, that keep you from living in another part of your community?
5. What are the main reasons why you haven't moved yet? Is there anything you would like people to know about these issues?

Procedure

In order to conduct this study we were able to participate in the housing application workshop that was held at a local Elementary school in Salinas. Most of the attendees were female and were interviewed one at a time. When it was not possible to interview participants in person, they were invited to complete a phone interview. These interviews took less than thirty minutes and we typed and noted everything down according to what they would share with us. The three main interviewees have varying levels of stress and different opinions on their living conditions, which we knew would be considerable data analysis to compare and contrast.

Data Analysis

Emergent themes that came across the interviews allowed us to see and analyze the potential need for resource centers and community advocates for housing. All three women overwhelming

agreed that their inadequate living conditions was associated with their children's academic success. We have compared and contrast living arrangements, annual income, children's academic point, future living accommodations and future educational plans for their children. It was quite notable that students who do not have the proper resources at home to effectively engage with school responsibilities, tend to lose focus and fall behind. In addition to the interviews, these women agreed that these family resource centers have helped many families overcome housing issues and have managed to help with application information and assistance.

Results

For this Capstone Project, families who receive housing application assistance from any of the family resource centers were interviewed to analyze their results and conclude the possible actions that could be initiated to improve and facilitate these circumstances. This is important because the central importance of housing gives children in low-income households many opportunities to improve and succeed academically, maintain their health and well-being (Gaitan, 2017). This is clearly evident that inadequate housing exacerbates educational gaps seen within low-income communities. Based on the analysis of data and the relevant research literature three notable themes emerged (see Table 1). Evidence-based decision making required evaluating each potential Action Option by the following criteria: time, cost and probability of impact. Based upon the review of literature on the issue on socioeconomic inequalities in inadequate housing, the three criteria listed will evaluate the three action options provided and help ease the ongoing issue. It is important to keep in mind that the time is an important factor we must examine before we commence on this issue. The cost of these actions is also important,

because there would be a need of more district funding to these public schools. Finally, the criteria of the probability of impact is relevant because it can be an effective source of assistance throughout the community. Based on the evaluation of each Action Option an action will be recommended and justified.

Table 1

Evaluation of Action Options

	Time	Cost	Probability of Impact
Having more resources centers available	Moderate	High	Moderate
Evaluate how many students have access to an after school program	moderate	low	moderate
Advocating for more housing	High	High	moderate

Option 1: Having more Family Resource Centers

The first option that will be discussed is having more family resource centers. These Family resource centers offer assistance to families in need of adult education, unemployment application aid, housing application assistance and other social determinants. These sources are available to the public and free of charge and are funded by the city of Salinas. During the interview with one of the mothers, Nancy Melow states, that her citizenship status limits her possibilities to grow and she is very grateful that these centers offer adult english classes and housing application assistance because she is undereducated and has a hard time comprehending various questions (Interview, November 15, 2018). This indicates that many fellow members of this community can also benefit from these resources but for other various necessities. This is another positive aspect of this center, as it allows various members of is community to come together, help build each other up and empower one another without feeling left out or undervalued. Author Barcelo discusses the ways in which economic and social imperatives shape society and how that can have an impact on cultural heritage, identity, family background and personal beliefs (2010). Economic and education advancement is closed to most immigrants and this sense of acknowledgment and acceptance within theses family centers, encompasses comfort and support. One of the crucial aspect of these resource centers is that even though it is available to the public, the majority of the people who need help do not drive or have any sort of transportation. A contradictory is that these three resource centers are not placed throughout the city and only reside in the east side of Salinas, only being easily accessible to residents in the area and not everyone receives the proper help. Imelda Juarez mentioned that the resource center has been assisting her for the past four months on all her housing application requirements and translations and is currently waitlisted for approximately two years but hopes the process speeds

up because her children need space and tranquility to complete all their educational responsibilities (Interview November 27, 2018). In accordance to the criterias listed above, time is an important factor because it can take some time to build and fully staff these resources. Cost is a factor that will be highly expensive due construction and staff wages. Probability of impact will be moderately effective as it is a developing non profit organization.

In addition these resource centers, every other school district throughout the city or even the county should establish these centers to help families with inadequate housing issues as it will continue to maintain or improve student success.

Option 2: Evaluation of after school programs available

The second option provided would be to make sure after school programs are being provided in case students do not have the proper space, resources or help at home to complete homework or other academic responsibilities. Most children when living in overcrowded homes with multiple families have limited space to do homework comfortably. This way, students are able to attend to after school programs at their corresponding school. According to Afterschool Alliance, after school programs are really the component in learning, a bridge that offers access to additional learning opportunities, access to mentors and resources to help them reach their highest learning potential (2015). it is evident that these programs are around to serve students throughout the community and can be very reliable to those who do not have the proper resources or space at home. In regards to our data, Jesenia Cruz mentioned that her children attend to their after school programs, not only for the extra access to mentor and resources, but because at home they are unable to complete their homework assignments (Interview December 4, 2018). On the other hand, many people agree and disagree with these after school programs. According to author Mark Dynarski not every after school program is funded billions of dollars to improve school

resources and more than 12 billion of federal tax money has been spent on a program that a preponderance of evidence that doesn't help students (Brookings Institution, 2015). Clearly, it emphasizes that these programs are not always beneficiary, due to inconsistency and lack of funding, which can be an issue in this community. This points out one of the criterias mentioned above, cost can be the ultimate factor from limiting this option because not enough funding will be available to initiate and successfully accommodate all students. Time, is also an important asset that must be looked at in order to properly provide the resources and mentors that these students will need, so it can take months to implement and initiate these programs. On the other hand, the probability of impact will definitely be that these programs have a higher probability of benefiting all those students that are consistent and use their time efficiently. Nevertheless, these after school programs have possible negative and positive attributes.

Option 3: Advocating for More Low-Income Housing

The third option provided is advocating for more low-income housing. Within this community there are many families who fall under the low-income or poverty level and have difficult times accommodating to their housing conditions. During the interview process, Imelda Juarez, described her living conditions as poor and uncomfortable, residing with her family of five in a single bedroom apartment (Interview November 27, 2018). As mentioned throughout our research many if these low-income families are not able to afford adequate living conditions within their community. Author to the Edvocate, discusses housing struggles and how socioeconomic differences come into play, they have always had an effect on our families and on children's education (Lynch, 2016). On the contrary, community advocates understand the need to provide housing opportunities for all economic segments of the community, but most of these general housing plans provide negative drawbacks due to these income levels. To mention the

evaluation criterias, time and cost will be extensive factors that can take years to accomplish. In accordance to the probability of impact, these affordable housing plans can significantly benefit many community members who look for these affordable housing plans.

Conclusion

For this section it justifies the action we recommend to improve poverty and academic success. We will also discuss some of the concessions, limitations, and possible negative outcomes of our recommendations.

Recommendation

Out of the three action options we recommend that there are more Resource Centers placed in all the school districts to help families throughout Monterey County. The Resource Center that we worked with helped many families out in so many ways and there should be more centers like these. If there were then families would have somewhere to go get the assistance they need with health care, immigration issues, unemployment, and housing. If families have assistance with these issues then it could take away some of the stress in dealing with living with poverty. This could help parents reduce that stress in the home for their children since problems related to poverty can affect a child's academic success.

Concessions

As for the other two options, Advocating for Low-income housing and Evaluation of Afterschool Programs Available, these are great because it gives those in poverty more opportunities for getting help for both adults and students. As previously stated that many factors of poverty contribute to student's academics. If students were to live in a complex where they

provide an afterschool program for them there then they could have the space and help with their homework and not have to struggle with it at home. Students struggle with homework at home, especially when no one else in the household can read or speak the language the child is taught in and end up not doing well in school. Students therefore would not fall behind in school and their work if they had access to these types of resources also.

Advocating for low-income housing is important because many families cannot afford a house by themselves or afford market rate rent with one income coming in. If families have quicker access to housing instead of waiting on a waitlist for years, students could have their own space to do homework instead of working on it in a cramped house. If there were more low-income housing available many families would not be crammed in a single bedroom for a family of six. These are issues that have been on going in poverty affected areas and it is unfortunate that there is not a faster solution for this. Bring attention is what is needed because the community is growing at such a fast rate that finding housing is difficult for many.

Limitation

Based on our action options, we best identified and concluded that developing and establishing more Family Resource Centers will be the best option. However, our choice has its limitations. There are only three resource centers that are established and operated in Salinas only, which are part of the Alisal School district. This option has its limitations due to funding that is available and the time that would need to be put into establishing these centers throughout the county. Some districts may see this as a burden and more work that they would have to do. Another limitation would be people not take advantage of these centers. Some may be afraid to seek the help from these centers. Building a strong relationship with the community could be a struggle and could take a long time for a trusting relationship to happen.

Potential Negative Outcomes

Some negative outcome of these are that there could be push back from the community and districts that do not want resource centers at to help those in need. Certain communities, specifically higher income communities may not see the need of having resource centers available in their area. They may feel that it should not be their responsibility to provide resources like such because they may feel that the money could go somewhere else, like to the schools in those districts and this could draw tension between parents and districts.

In Salinas, majority of the population are Latinos and many of them are immigrants that have come to work and live in different parts of the city. Although this is true, certain parts of the community would not want encourage providing these resources because they think that they do not deserve it or have that mentality of thinking the stereotype labels of those in poverty. This can discourage people to want to go ask for help. Housing is and will always be an issue because then there comes an increase of population in the area. People may feel that this can bring more crime into the communities. Evaluating after school program access could draw back apartment complex management because then they would have to budget and hire someone for that job. It may not be helpful getting help for the students in their academics getting that extra help.

Conclusion

Even with possible negative push back from the community, improvement in poverty and academic success with students is important. Providing more resource centers could make a difference in the community. Students should not have to worry about their living situation, immigration, or health care, as children they should just focus on their academics but unfortunately that is not always the case. Each of these actions could help benefit not only the students but their families as well. It is unfortunate that not all school districts across the county

provide resource centers for the families in their districts. In a perfect world housing would never be an issue but it will and always be an issue and something needs to be done about it. Housing crisis can cause families to move multiple times causing the children to move from school to school and fall behind on their school work. Or the fact that they may not be able to even focus on homework because they may not have a designated area to work without distractions. Poverty and academic success have a strong correlation between the two and educators may not always think or realize that they can affect a child's schooling.

Action Documentation and Reflection

This action research project focused on the issue of inadequate housing and the effects on student academic success. We chose to conduct this project due to our personal experiences growing up in a predominantly low-income latino community, aware of their poor housing conditions. I have witnessed peers dropping out school, leaving out of town and even placed in foster shelters due to neglect or family instability. Through conversations and interviews with staff members and the three women, allowed me discover that there are many other families experiencing these hardships. Once I recognized this has been an issue, I was shocked and moved to bring attention and awareness to our future educators and members of our community. After conducting my research and learning more about this ongoing issue and how it negatively impacts student academic success, I interviewed three women at the housing assistance workshop at a local elementary school, held by the resource center. Through these interviews, I was able to realize that like many other families, these family resource centers are definitely major support centers for these families. Many of the women I was able to interview and connect with on a personal level, are undereducated, financial issues and are currently dealing with their citizenship status. Throughout the interview process, I asked for possible solutions and ways in

which the community can help. Based on their similar responses and research conducted in the literature review, I was able to create and solidify some action options that can facilitate and help their struggles. A modification that I needed to make was shifting gears and understanding my qualitative research and focusing on this survey/questionnaire research and focusing on how to bring awareness to the problem. In the beginning, it was a very complex topic because it consists of a range of broad segments that tie together. For example, poverty, immigration and socioeconomic barriers can also contribute to this issue, so I had to modify and narrow down my main focus. However, through research, staff and interviewee experiences the response and outcomes have kept this issue out in the open and have triggered community members to be the voice for those who are unheard. One of the things that surprised me has to be the data, numbers and the limited resources that complexify these living conditions within my own community. From the start of the project, I wish I would have known that there are many complex factors revolving the issue on inadequate housing, which can make this topic quite broad. Some important next steps to resolving this issue is educating the community, future educators and those in favor of making a difference. Together we can be the voice for our community and begin to make a difference.

Critical Reflection

From this project I learned that my passion as a future educator has widen and has triggered the need to make a difference. It's important to see these struggles and feel compassionate in order to genuinely care. What I learned about teaching and learning is that we are all teaching and learning, no matter your economic status or your educational level, we all have something to teach and learn from one another. We all hold knowledge and experiences that differs from others, but together we can empower, teach and learn. Working towards change is simply

rewarding, embraces change and simplifies acceptance within our own community.

Synthesis and Integration

The liberal Studies Department at California State University Monterey Bay has prepared me for my professional career in education. Through the required courses, coursework and service learning I have fulfilled the requirements to grow within my professional career. This Action Research Project and the Major Learning Outcomes have strengthen and developed my qualities and will allow me to graduate and prepare me for the teaching credential program. Some of the Major Learning Outcomes (MLO) from the Liberal Studies department state:

MLO 1: Developing Educator

Students think, write, and speak critically about the general knowledge, skills, dispositions, and responsibilities of a California public educator in classroom, school, community, State, and National contexts. Students acquire introductory pedagogical skills and apply perspectives of the Educational Foundations to their developing professional practices.

As I continue to thrive in this career path, this MLO emphasizes on the necessary skills needed for continuous development. Through previous coursework I have learned and acquired skills that have strengthen my abilities to pursue my goal as an educator.

Through this experience, I was able to learn about pedagogical skills that have applied perspectives of the Educational Foundations that have allowed me to see diversity and multicultural views on a new level.

MLO 2: Diversity and Multicultural Scholar

Students evaluate their own and others' experiences as influenced by social identities,

socialization practices, and societal institutions from both historical and contemporary perspectives. Students critically examine the value of diversity and multiculturalism. Students inform their educational practices and perspectives by applying concepts and theories of diversity and multiculturalism. learning, and effective instruction.

The second MLO emphasizes the effects of diversity and multiculturalism within our education system. As a future educator it's important to understand the value of diversity and multiculturalism. This is important because as future educators we will be taking the approach of educating your students about diversity and multiculturalism within our society.

MLO 4: Social Justice Collaborator

Students combine disciplinary knowledge, community experience, and reflective practice to become ethically and socially responsible educators working toward a just and sustainable world. Students identify and pursue paths for social change. Students collaborate with stakeholders to advocate for access, equity, and justice in public education and other societal institutions.

The third MLO I have noted, correlates to the purpose of my Action Project, which emphasizes on ethical and social responsibilities that result in social change. The ideas in this MLO, has been reflected in almost every course within this department and has given me insights and great understandings on becoming an effective social justice advocator in an educational setting. In conclusion, following through with the Liberal Studies Learning Outcomes, knowledge and mastery skills I have gained will allow me to become a highly qualified professional that I envision to be.

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Call to Action Flyer

ATTENTION!!

MORE FAMILY RESOURCE CENTERS NEED TO BE AVAILABLE!



IN MONTEREY COUNTY THERE ARE ONLY 3 CENTERS AVAILABLE WHICH ARE ALL IN CLOSE PROXIMITY.

Having Family Resources Centers available in different areas of the county can benefit many families to seek the assistance they may struggle to find. These resource centers can provide classes, housing assistance, filling out unemployment, healthcare, and much more.

We need more districts to come together to make a change in our community! More Family Resource Centers can make a difference and create a trusting relationship with the community!